

PLACEMENT Proficiency

GEORGIA



Place Label Here

CHAPTER #: GA0001
 STATE: GA
 Member ID #: 55511111

FOREST MANAGEMENT & PRODUCTS

Name of Proficiency Award Area

1. Name: Amanda Hamsley
2. Date of Birth: 02/12/1984 3. Age: 18
4. Gender: Male ☒ Male ☐ Female 5. Social Security #: 000-00-0000
6. Address: (street/R.R./box no.) 218 Anywhere Rd.
 City: Anywhere State: GA Zip: 55555
7. Home Telephone number (including area code): 555-555-1111
8. Name of Parents/Guardians 9. List Parents/Guardians Occupation Below:
 a. Father: Danny Hamsley Forester / Weyerhaeuser
 b. Mother: Ann Hamsley
10. Complete FFA Chapter Name: Anywhere FFA
11. Name of High School: Anywhere High School
12. School Address: (street/RR./box no.) 1307 Anywhere Rd.
 School City: Anywhere State: GA School Zip: 55555
13. School Telephone Number (including area code): 555-555-2221
14. Chapter Advisor(s): Argene Smith, Phil Jones and Alicia Hill
15. Year FFA Membership Began: 1998
16. Years of Agricultural Education Completed: 4
17. Years of Agricultural Education Offered (grades 7-12) in high school last attended: 4
18. Year in school at time of applying for the award: N/A
19. If you have graduated from the high school, year graduated: 2002
20. State/National Dues paid? NO ☐ YES ☒

We have examined this application and find that the records are true, accurate, and complete. We hereby permit for publicity purposes, the use of any information included in this application with the exception of the following:

Candidate Signature

Parent or Guardian Signature

In addition, we certify the applicant has achieved a satisfactory record of scholastic achievement.

Chapter Advisor Signature

 Superintendent or Principal Signature
 (indicate which)

The information contained in this application has been substantiated by an actual visit to the site of the applicant's supervised agricultural experience program.

Employer Signature (if applicable)

State Supervisor, Ag Ed, Signature

NOTICE: This application will not be returned by the National FFA Organization. Please make a copy for your records.

I. Performance Review

FOREST MANAGEMENT & PRODUCTS

A. Getting Started in this activity:

(15)

1. Briefly describe your SAE as it is related to this proficiency area. Describe how you started in this proficiency area. What interested and motivated you to begin?

When I began my FFA experience in the ninth grade, I came equipped with an interest in forestry, especially in tree id. My agriculture teacher cultured this interest by entering me in several dendrology contests, and even nursery/landscape and floriculture contests. My interest also came from helping my family on our family tree farm. Our tree farm gave me an appreciation for nature, and a realization that agriculture is an integral tool to both manage and preserve our natural resources. My knowledge and love of nature motivated me to learn as much about forest resources as I could and to educate the public about them. I designed and led both the nature and wildlife units at Camp Anywhere Day Camp in the summer of 2000. I continued to participate in Dendrology contests and was the state winner in 2000, 2001, and 2002. I took the opportunity to learn more about forest systems and other natural resources by participating in Georgia's Envirothon competition in 2002. To educate the community on forest species, I headed up a renovation project of the Anywhere High School nature trail. I began the project in 1999 and finished the renovations in 2002. As a student at the University of Georgia I have continued to work with the FFA by assisting at forestry competitions. I will continue to learn about forest management as I pursue my B.S. in Forest Resources.

2. When you were planning your supervised agricultural experience in this proficiency area, what 2 or 3 goals and objectives did you plan to achieve at this point in your development?

My first goal was to gain experience in the field. I would first learn the basics of how to pace, measure tree diameters and heights, and how to read a compass. After I had mastered these skills, I wanted to actually cruise timber and observe logging operations on our family tree farm. Secondly, I wanted to compete in career development events to gain further knowledge about forestry. My goal was to be the first in the state at tree identification and in nursery/landscape. These CDEs would also hone my interpersonal skills. I also wanted to improve my knowledge of the world by maintaining a 4.0 grade point average in high school. To further my education, my goal was to get accepted into the University of Georgia where I could earn a degree in forestry. While learning about forest management was part of my SAE, education of others was also an important aspect. I wanted to educate as many people as I could about the importance of natural resources. I decided to start with my peers and move towards teaching younger children because they are the leaders of tomorrow. I would use my connections with the Girl Scouts to work with younger children. I could help prepare fellow FFA members for competitions. Ultimately I wanted to complete the nature trail renovations by April 2002. The nature trail could be a huge tool in forestry education at Anywhere High School and the community.

B. Progress:

1. Describe any special advantages or disadvantages that had a major impact on your achievements in your supervised agricultural experience program.

I had several advantages that contributed to my accomplishments in my SAE. My family tree farm provided an opportunity to learn several skills. My father's occupation as a forester for Weyerhaeuser gave me the opportunity see field operations at a sawmill and a paper mill. My FFA advisor was a great advantage; he gave me constant encouragement and exposed me to several career development events that enhanced my forestry skills and also my public relation skills. Each dendrology contest I participated in taught me a different way to identify a tree, or taught me something new about the bark or fruit of a particular tree. Although Nursery/Landscape is not forestry, competing at the National level taught me how to communicate my views to others as I had to try and sell a product. Being a Girl Scout gave me an outlet to educate the community about natural resources. The nature trail is on Anywhere County Board of Education property that is nearby and easily accessible to work on and easily accessible to the students of Anywhere High.

My main disadvantage was that I had other time consuming priorities along with my SAE project. I was an active Girl Scout and was involved with other troops, planning events, and additional projects. I was enrolled in honors and advanced placement courses that also took up my time. I was Valedictorian of my senior class because of this time commitment.

B. Progress (continued)

2. Briefly describe your placement in this proficiency area. (Include a description of the business/farm, working conditions, size, number of employees, type of facilities, equipment available, etc.)

A large portion of my SAE project was my work with the family tree farm. All of the planted pine stands are Loblolly pine. The property consists of 115 acres total; 16 acres of 6 year old planted pine, 11 acres of 16 year old planted pine, 13 acres of 15 year old planted pine, 15 acres of 14 year old planted pine, 10 acres of natural pine, 40 acres of upland and bottomland hardwood, 5 acres of open natural wildlife plots, 3 acres of open field and 2 acres of roads. There is one tractor, bushhog mower, harrow, and scrape blade for fireline maintainance. The property is used for timber production (sawtimber), firewood, and wildlife management. I also participated in dendrology contests at the local, regional, and state levels. My work educating younger girls about resource management occurred on the grounds of Camp Anywhere in Anywhere County, Georgia. The Anywhere High School Nature Trail is on Anywhere County Board of Education property in Anywhere, Georgia. It is approximately 3.5 acres.

3. How has your position description and/or responsibilities changed during the time of your placement?

In 1998 I assisted in the pre-harvest cruise on the tree farm. I learned how to measure tree diameters and heights. In 1999 I evaluated the species on the property and began tree identification contests with the FFA. In 2000 I took a more active role in the post-harvest cruise. I established my pace and helped evaluate the timber. I also planned and led the nature and wildlife units at Anywhere Day Camp in 2000. I won the state dendrology competition in 2000 also. In 2001 I began work on the Nature Trail renovations. I won the state Dendrology competition and was second high individual in the National Nursery/Landscape competition in 2001. In 2002 I completed the Nature Trail renovations, won state dendrology, and entered UGA. I also assisted at the Georgia National Fair Tree Id contest and at the Anywhere County High School forestry CDE. I moved from competing to helping manage the contests, from learning skills on the tree farm to teaching them.

C. Analysis/Evaluation of Program

1. Describe your level of achievement and progress towards your goals (such as skills, scope, etc.) in this award area as related to the goals and objectives described on page 2, question 2.

I have completed all of my goals. I learned how to measure diameter, heights, basal area, read a compass, and establish my pace. I helped cruise timber and have observed logging equipment and techniques. I won the state dendrology contest in 2000, 2001, and 2002. I also won first place individual in the state Nursery/Landscape competition and went on to be the 2nd high individual in the national competition. I maintained a 4.0 in high school and was Valedictorian of my senior high school class. I was accepted at the University of Georgia and had a 4.0 after my first semester there. I educated younger girls about natural resources at Camp Anywhere Day Camp in 2000. I also completed the renovations on the Anywhere High School Nature Trail in March 2002.

2. Describe the personal goals, educational goals, and career goals you would like to achieve in the next ten years.

I am currently a freshman at the University of Georgia. I plan on entering forestry school at the Warnell School of Forest Resources in the Spring of 2004 to earn my Bachelor of Science in Forest Resources. After I obtain my Bachelor's degree, I will get my Master's degree in a natural resources field (right now I am considering soils). With my degrees I am considering starting my own consultant firm. This way I can continue to educate the public about the proper way to manage their forest resources. If I do not build a consulting firm, then I may go to work for a forest products company. Whatever job I decide to have, I hope to continue educating others about the importance of natural resource management. I hope to be involved with a local FFA program as much as possible.

II. Scope, Income and Expense Summary for : FOREST MANAGEMENT & PRODUCTS
 Placement and Research Experimentation Type Supervised Agricultural Experience Program

(20)

Year	Major Job Title Type of Work and/or Activities completed	Total Hours Worked			Gross Earnings (D)	Total Expenditures (E)	Net Earnings (F)**
		Unpaid (A)	Paid (B)	Total (C)*			
Mo/Day/Yr				0.0			\$0
Jan. 1 to				0.0			\$0
Dec. 31	Prescribed Burned	5.0		5.0			\$0
1998	Survival/Pre-harvest Cruise	12.0		12.0			\$0
(Year)	Forestry Display at Georgia Natl Fair	10.0		10.0	\$15		\$15
				0.0			\$0
Totals for Year 1		27.0	0.0	27.0	\$15	\$0	\$15
Jan 1, to	Marked stands for thinning	10.0		10.0			\$0
Dec. 31	Evaluated species on property	30.0		30.0			\$0
1999	Prescribed burned	5.0		5.0			\$0
(Year)	Field work with Weyerhaeuser	8.0		8.0			\$0
	Dendrology Competitions	20.0		20.0	\$30		\$30
				0.0			\$0
Totals for Year 2		73.0	0.0	73.0	\$30	\$0	\$30
Jan 1, to	Thinning op and Post Harvest Cruise	15.0		15.0			\$0
Dec. 31	Applied for Weyerhaeuser Grant	4.0		4.0	\$1,000		\$1,000
2000	Nature trail planning	7.0		7.0			\$0
(Year)	Dendrology competitions	80.0		80.0	\$45		\$45
	Nature and Wildlife Unit Teaching	30.0		30.0			\$0
	Logging cleanup and observation	6.0		6.0			\$0
Totals for Year 3		142.0	0.0	142.0	\$1,045	\$0	\$1,045
Jan 1, to	Nature Trail Planning	30.0		30.0			\$0
Dec. 31	Evaluated species and sketch of prop.	12.0		12.0			\$0
2001	Plan of action, safety plan and analysis	9.0		9.0			\$0
(Year)	Construction on Nature Trail	37.0		37.0		\$442	(\$442)
	Dendrology Competitions	60.0		60.0	\$30		\$30
	Nursery/Landscape Competitions	100.0		100.0			\$0
Totals for Year 4		248.0	0.0	248.0	\$30	\$442	(\$412)
Jan 1, to	Dendrology Competitions	15.0		15.0	\$30		\$30
Dec. 31	Nature Trail Work	20.0		20.0		\$558	(\$558)
2002	Envirothon Competition	20.0		20.0			\$0
(Year)	Assistance with Georgia Natl Fair	4.0		4.0			\$0
	Assistance with Anywhere County	3.0		3.0			\$0
	Dendro			0.0			\$0
Totals for Year 5		62.0	0.0	62.0	\$30	\$558	(\$528)
Jan 1, to				0.0			\$0
Dec. 31				0.0			\$0
2003				0.0			\$0
(Year)				0.0			\$0
				0.0			\$0
Totals for Year 6		0.0	0.0	0.0	\$0	\$0	\$0
GRAND TOTALS		552	0	552	\$1,150	\$1,000	\$150
Year (1+2+3+4+5+6)							

* Columns (A) plus (B) = (C)

** Columns (D) minus (E) = (F)

III. Balance Sheet

FOREST MANAGEMENT & PRODUCTS
(5)

ASSETS & INVESTMENTS	Beginning Value on Date Entered Ag (A)	Ending Value at End of Last Completed Record Year (B)
1. Current/Operating Assets		
a. Cash on-hand, checking and savings	\$78	\$1,357
b. Cash value - bonds, stocks, life insurance		
c. Notes & accounts receivable		
d. Total Current/Operating Inventory (all other current assets)		
2. Total Current/Operating Assets (1a+1b+1c+1d)	\$78	\$1,357
3. Non-Current/Capital Assets		
4. Total Assets (2+3)	\$78	\$1,357

LIABILITIES		
5. Current/Operating Liabilities (notes payable)		
6. Non-Current/Capital Liabilities		
7. Total Liabilities (5+6)	\$0	\$0

8. NET WORTH (4 minus 7)	\$78	\$1,357
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SUMMARY OF SOURCE AND USE OF FUNDS		
9. Earnings from this proficiency area	XXXXXXXXXXXXXXXXXX	\$150
10. Other SAE earning NOT from this area	XXXXXXXXXXXXXXXXXX	
11. Earnings from non-SAE activities	XXXXXXXXXXXXXXXXXX	
12. Income other than earnings	XXXXXXXXXXXXXXXXXX	\$1,000
13. Total Earnings (9+10+11+12)	XXXXXXXXXXXXXXXXXX	\$1,150
14. Use of Funds	XXXXXXXXXXXXXXXXXX	
a. Total educational expenses	XXXXXXXXXXXXXXXXXX	\$1,000
b. Total other personal expenses	XXXXXXXXXXXXXXXXXX	
15. Total use of funds (14a+14b)	XXXXXXXXXXXXXXXXXX	\$1,000

IV. Skills and Activities

FOREST MANAGEMENT & PRODUCTS

A. Skills

(25)

List your top six placement skills and give a brief description of each one and its contribution to the success of your supervised agricultural experience program.

1. Skill Number One.

Year	Skill	Where Attained	Student Hours
2000	Reading a compass and following a bearing	Family tree farm	22

Description of Skill:

Reading a compass and following a bearing are essential skills a forester needs to cruise timber. Reading a compass and following a bearing allow the forester to stay within property boundaries or on the property lines. I paced while I was following the bearing to keep track of where I was on the property. Pacing allowed me to stay within the property distance wise while following the bearing gave me the property line to walk along. When I made plots, I walked a bearing and paced two chains between the center of each plot. I paced five chains when I reached the end of the property along a bearing 90 degrees from the first. Five chains over I paced two chains down along the same bearing as before to form a parallel line. The plots I formed gave me a way to break the stand into smaller sections that I could measure and record heights, diameters, and basal areas.

2. Skill Number Two.

Year	Skill	Where Attained	Student Hours
1998/2000	Measuring tree diameters	Family tree farm	22

Description of Skill:

Measuring tree diameters is yet another important part of cruising timber. Because a forester cannot cut down a tree to determine its diameter, he/she uses a diameter tape. The diameter tape uses the relationship of a tree's circumference to its diameter to calculate its diameter. A forester must measure diameter at diameter breast height (DBH) to obtain accurate data. DBH is four feet from the ground up on the uphill side of the tree. DBH comes to about my shoulders. Reading the diameter tape is not difficult, but mastering DBH and keeping the tape even on all sides can be quite difficult! I used the diameter tally system of boxes to organize the diameters I read. I recorded the diameters of trees in a plot together, and did one plot at a time. Diameters are important in a cruise because they are ultimately used, along with heights, to determine the volume of a tree, plot, and even stand.

3. Skill Number Three.

Year	Skill	Where Attained	Student Hours
1998/2000	Measuring tree heights	Family tree farm	22

Description of Skill:

I used a clinometer to measure tree heights. Clinometers operate on the trigonometric principle of tangent to calculate the tree height, and work best when the observer stands 50, 66, or 100 feet from the base of the tree. The height and diameter of a tree are necessary to determine the volume of the tree in cubic feet. To calculate a tree height, I first pushed the pin on the end of my logger's tape into the bark of the tree. I walked 50 feet from the tree and read the distance on the tape. I then looked through a clinometer (the % side) at the base of the tree. I remembered the base measurement and then measured the height of the tree at the terminal bud. If the base of the tree was below eye level, I added it to the height measurement. If it was above eye level I subtracted it from the height. The slope of the land would have affected my readings if I had not taken the base measurement into account.

IV. Skills and Activities (continued)

FOREST MANAGEMENT & PRODUCTS

A. Skills (continued)

(25)

List your top six placement skills and give a brief description of each one and its contribution to the success of your supervised agricultural experience program.

4.Skill Number Four.

Year	Skill	Where Attained	Student Hours
1999-2002	Woody Plant Identification	Dendrology competitions	224

Description of Skill:

I learned how to properly identify woody trees and shrubs using leaves, bark, buds, and fruit. By having the ability to properly identify trees and shrubs, I was able to differentiate between a crop tree and an undesirable tree. Undesirable trees include those of undesirable species, size, and those that have insect and disease problems. Because I knew several ways to identify common tree species, I was able to teach other FFA members how to identify them. I also used my dendrology skills to teach the Girl Scouts at camp about common tree species. In addition, tree identification was an essential skill in completing my nature trail project. I had to know which species were present and which to obtain. I also had to label the trees on the trail with their common and scientific names. I had the opportunity to help set up the dendrology competition at the Georgia National Fair because of my ability to identify trees.

5. Skill Number Five.

Year	Skill	Where Attained	Student Hours
2000-02	Public Speaking	Anywhere DC Teaching Nursery/Landscape Competitions	41

Description of Skill:

Because part of my SAE involved educating others about natural resource management, public speaking skills were extremely important in ensuring my success. Teaching the Girl Scouts at Camp Anywhere Day Camp taught me patience, and also taught me how to adapt to an audience. I could not speak to first graders in the same manner I would speak to 10th graders or adults. Going to the national competition in the Nursery/Landscape area also enhanced my public speaking skills. Part of the competition was a mock sale in which competitors tried to sell a product to a judge. I had to speak in front of someone that I did not know, and also had to persuade them to my line of thinking. These public speaking skills were useful in speaking to the FFA members at the Anywhere Co. Fair. I reviewed the tree species with the students and answered questions. If I had not been comfortable being in front of a crowd, then I could not have answered their questions properly.

6. Skill Number Six.

Year	Skill	Where Attained	Student Hours
2000	Pacing	Family Tree Farm	22

Description of Skill:

Pacing is a forester's way to estimate distance. I walked (or paced) one hundred feet to find my pace. My pace is approximately fourteen paces to one chain; one chain being sixty six feet. I used my pace when I was cruising timber to measure the distance between plots. This particular cruise was the post harvest cruise that followed the first thinning of the pine plantations on our family tree farm. The cruise was laid out on a five chain by two chain grid. I used my pace to pace on the cruise line to locate a sample plot every two chains, and to locate adjacent cruise lines five chains apart.

IV. Skills and Activities (continued)

FOREST MANAGEMENT & PRODUCTS

B. Activities

(15)

List your top three placement activities and give a brief description of each one and its contribution to the success of your supervised agricultural experience program.

1. Activity Number One.

Year	Activity	Where Attained	Student Hours
1998/2000	Timber Cruise	Family Tree Farm	32

Description of Activity:

I helped conduct both a pre-harvest and post-harvest cruise. A cruise is basically an inventory of the timber. I measured tree diameters and heights to determine the stand's volume both before and after the thinning harvest. I also helped my father determine the basal area of the stand with a prism. Basal area approximates the density of a stand of timber. The basal area before the thinning was about 120 square feet of timber in one area and we thinned the stand to about 50 square feet for maximum growth. I helped determine which trees we should leave and which trees we should cut during the thinning. I marked the "leave" trees with flagging tape. After the thinning, we cruised to determine how much volume of timber was left. This is a requirement of the IRS to determine the cost basis of the timber for tax purposes. Cruising timber taught me many basic forestry skills and gave me insight into how they are interconnected. It also exposed me to the economic value of forests.

2. Activity Number Two.

Year	Activity	Where Attained	Student Hours
1999-2002	Dendrology Competitions	Local, Area III, State Competitions	182

Description of Activity:

I competed in several dendrology competitions in my four years as a member of the Anywhere FFA Chapter. I enjoyed learning about the different tree species we have in Georgia and their uniqueness. In each competition, I had to know each tree's common name and several characteristics about it including its leaves, bark, and fruit. I placed first in several local and area competitions. I was the first place state winner in 2000, 2001, and 2002. Dendrology competitions introduced me to forestry and my success has led to my love of forestry. Tree identification is an important skill to know when cruising timber or labeling trees in a nature trail. Although I no longer compete, I am still involved in dendrology competitions. I helped at the competition at the Georgia National Fair and Anywhere Co. I hope to be more involved in the future. I also hope to participate in the conclave with the University of Georgia to continue my learning.

3. Activity Number Three.

Year	Activity	Where Attained	Student Hours
2000-2002	Nature Trail Project	Anywhere High School Nature Trail	87

Description of Activity:

When I was studying for dendrology competitions, I would often collect leaf samples from the high school nature trail. The nature trail was in need of repair, so I decided to renovate it. I applied for, and was awarded, a \$1,000 grant from the Weyerhaeuser Company to clean up the trail. With the money I organized FFA members and Weyerhaeuser volunteers to build and install identification signs, clean up the trail, and build a bridge in the area. The purpose of the project was to make the area easily accessible to students and community members as an outdoor classroom area. Students could come to the trail and learn forestry skills as well as tree identification skills. The project taught me volumes about organization, leadership, and cooperation.

Checklist for Agricultural Placement Proficiency Applications

Award Area: FOREST MANAGEMENT & PRODUCTS

Name: Amanda Hamsley

Local Advisor	State Advisor	Circle "Y" if the Statement is "YES" and "N" if the Statement is "NO".
Y N	Y N	1. Applicant has been an active FFA member for each year covered by this application. Cover page, Line 20 . (Please consult the local & state copy of membership roster for each year.)
Y N	Y N	2. Applicant has included his/her Social Security Number, Cover page, Line 5 .
Y N	Y N	3. Applicant has been out of high school for no more than one year. Cover page, Line 19 .
Y N	Y N	4. Applicant has graduated and has completed at least three full years of agriculture, or all of the agriculture offered at the school last attended, Cover page, Line 16 . Note: Applicants that are still in high school at the time of applying are eligible to participate at all grade levels.
Y N	Y N	5. Applicant has in operation and has maintained records to substantiate an outstanding supervised agricultural experience program through which exhibits comprehensive planning, managerial and financial expertise, Pages 2, 3, 4, 5, 6, 7, 8, and 9.
Y N	Y N	6. The total hours that a student list on Page 4, Section II, are greater than or equal or equal to the hours listed in either the "Skills" portion of Section IV. Pages 6 and 7 or the "Activities" portion of Section IV. Page 8.
Y N	Y N	7. Applicant has included no more than a two page resume.
Y N	Y N	8. Applicant has included no more than a one page written evaluation by the most recent employer or agriculture instructor describing the progress that the applicant has made in developing the skills and competencies necessary for success within the award area in which they are applying.
Y N	Y N	9. Applicant has included a maximum of six photographs with captions containing less than 50 words each.
Y N	Y N	10. Applicant has included a maximum of one page (maximum size 8 1/2" x 11") of additional information. (This may NOT include the following: Video Tapes; Computer Disk; Cd ROM's; DVD's; etc.)
Y N	Y N	11. The Application is properly signed by the applicant, parent or guardian, chapter advisor, school superintendent or principal, and submitted to the State FFA Advisor.

Amanda Hamsley
218 Anywhere Rd.
Anywhere, GA 55555
(555) 555-1111
Anywhere FFA Chapter

Career Objective: Forester

Education: Anywhere High School, Graduated May 2002
University of Georgia, Freshman

FFA Leadership Activities/Awards:

Chapter President: 2001-2002
Chapter Reporter: 2000-2001
Chapter Parliamentarian: 1999-2000
Member of 1st Place Nursery/Landscape team, 2nd High Individual: 2001
High Nursery Landscape Individual in State: 2001
State Winner Dendrology: 2002, 2001, 2000
Grand Champion – Georgia National Fair – Dendrology: 2001
1st Place Georgia National Fair Research Project: 2000
Reserve Grand Champion – Georgia National Fair – Dendrology: 2000
Top Individual Area Anywhere Nursery/Landscape CDE: 2000
1st Place Dendrology – 9 times: 1998-2000
Member of the State Winning Jr. Meats CDE: 1999
FFA Creed Speaking Contest Area Anywhere Winner: 1999
1st Place Forestry Notebook – Georgia National Fair: 1999
Area Anywhere Winner in Land Use: 1999
1st Place Forestry Display: 1998

School Leadership Activities/Awards:

UGA Sigma Alpha Sorority: 2002
Habitat for Humanity, Secretary: 2001-2002
University of Georgia Certificate of Merit: 2001
Woodmen of the World American History Award: 2001
Arrive Alive Club: 2000-2002
National Honor Society: 1999-2002
Math League: 1998-1999, 2001-2002
Certificate of Achievement, First Honors: 1998-2002

Community Leadership Activities/Awards:

Girl Scout Gold Award
Senior Girl Scout Leadership Award and Girl Scout Challenge
Girl Scout Silver Award
Planned and led activities at Camp Anywhere Day Camps
Worked with Junior Troop Anywhere and Cadette Troop Anywhere

Professional Associations:

American Tree Farm Association, member
Georgia Forestry Association, member

Other Accomplishments:

Argene Smith
FFA Advisor
1307 Anywhere Rd.
Anywhere, GA 55555

Charles Jones
Owner of Jones Logging
Rte 1, Box 0000
Anywhere, GA 55555

Danny Hill
Anywhere Lumber and Plywood Process Quality Manager, Weyerhaeuser
PO Box 0001
Anywhere, GA 55555
(555) 222-2222

Jody Smith
Georgia Timberlands Manager, Weyerhaeuser
PO Box 0002
Anywhere, GA 55555
(555) 222-1212

Anywhere High School

1307 Anywhere Avenue * Anywhere, Georgia 55555

(555) 555-2221

FAX: (555) 555-2222

In regard to the application of Amanda Hamsley for the FFA Forest Management Proficiency, let me just say that she exemplifies what the FFA organization is about. I could talk about all of her awards and recognition she has attained and there have been many, but more importantly is her character and attitude. Time and space do not allow for me to portray the real picture of her worth, but her dependability and the desire to get the job done right, make her worthy of recognition. During the time that I have known Amanda, I have found her to be a most capable young person. She has been involved in numerous FFA activities at Anywhere High School. Her lists of accomplishments are many, but one of the more notable is her recognition as the second high individual in the nation on the 2001 National Champion Nursery/Landscape team. In addition, she has been the top individual in the state in the area of dendrology for a record three consecutive years. Recently she was on the State Champion Floriculture team that won the National Championship in Louisville. She served as the chapter president of the local FFA, one of the more successful chapters in the state. Furthermore, her other school activities included President of Habitat for Humanity, as well as, attaining the top position in a graduating class while maintaining a rigorous academic course load. Her SAE consists of managing a home forestry plot using recommended best management practices. This will lead into her career objective of attending forestry school and becoming a certified forester.

Argene Smith

*A Georgia School of Excellence * 1989, 1996*

VI. SUPPORTING DOCUMENTATION (continued)

C. Supporting Pictures

Amanda Hamsley

FOREST MANAGEMENT & PRODUCTS

PHOTO # 1



I learned many forestry skills for my SAE project. Measuring tree heights with a clinometer was one of these skills. I measured tree heights on the sixteen year old pine stand on my family's property as part of a timber cruise.

VI. SUPPORTING DOCUMENTATION (continued)

C. Supporting Pictures

Amanda Hamsley

FOREST MANAGEMENT & PRODUCTS

PHOTO # 2



I help manage my family's forestry plot. I measured tree diameters to monitor tree growth on our plot. I measured tree diameters at diameter breast height to get an accurate reading.

VI. SUPPORTING DOCUMENTATION (continued)

C. Supporting Pictures

Amanda Hamsley

FOREST MANAGEMENT & PRODUCTS

PHOTO # 3



Part of my Forestry SAE was educating the public about natural resources. I organized and led a nature unit at Camp Anywhere Day Camp. The girls learned about identifying trees, songbirds, and endangered species.

VI. SUPPORTING DOCUMENTATION (continued)

C. Supporting Pictures

Amanda Hamsley

FOREST MANAGEMENT & PRODUCTS

PHOTO # 4



Renovating the Anywhere High School Nature Trail was hard work! I led a group of volunteers that cleared brush from the trail, built and installed signs, and constructed a bridge. The nature trail was designed to be an outdoor classroom and a study area for my school and community.

VI. SUPPORTING DOCUMENTATION (continued)

C. Supporting Pictures

Amanda Hamsley

FOREST MANAGEMENT & PRODUCTS

PHOTO # 5



I assisted the judges at the Georgia National Fair's dendrology contest. I plan to continue to be involved with future FFA competitions so that I can contribute to the learning of other students and can give back to the program that has incredibly influenced my career decisions.

VI. SUPPORTING DOCUMENTATION (continued)

C. Supporting Pictures

Amanda Hamsley

FOREST MANAGEMENT & PRODUCTS

PHOTO # 6



As a freshman forestry student at UGA, I had several opportunities to share my knowledge of forestry with younger students. After dendrology contests I reviewed the specimens with the competitors. This is a great way for FFA members to learn new identification techniques.

PERSONAL PAGE

**UNABLE TO SCAN NEWSPAPER
ARTICLE SUBMITTED WITH THE
APPLICATION.**